DOCUMENT RESUME

ED 074 872 FL 004 217

AUTHOR	Hess, Richard T.
TITLE	Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	30 Jun 71
NOTE	35p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Bilingualism; Cognitive Development; *Content Analysis; *Curriculum Design; Educational Finance; *Elementary School Students; English; Instructional Materials; Kindergarten Children; Learning Theories; *Mexican Americans; Preschool Children; Program Costs; Self Esteem; Sociolinguistics; Spanish; Student Grouping; Tutoring
IDENTIFIERS	Lubbock; *Project BEST; Texas

ABSTRACT

This content analysis schedule for the Lubbock Independent School Program of Lubbock, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on instructional materials and resources for materials. (SK)

FILMED FROM BEST AVAILABLE COPY

ERIC

Project # 219
Lubbock, Texas

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 074872

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation — Second Year data verified by Project # 219

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

Although Project Director checked items on the first four pages of Content Analysis Schedule, the rest of the schedule had no corrections or additional information when it was returned from the project.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 074872

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Measures	

0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	
	20.1 In Early Childhood	16

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

ERIC

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 219

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess Date 6/30/71

0.2 Name of Project Bilingual Elementary Education Program

0.3 Address of Project Lubbock Independent School Program

0.4 1628 19th Street
Lubbock, Texas 79411

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - (1969)
07 - 1970
17 - 1971
1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 0

2.2 Year prior funding began
2.2 0

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.3 0

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)
2.4 0

2.5 (1)CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned
2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
2.6 1, 2

0.3 Address of Project: Lubbock Independent School Program

0.4 1628 19th Street
Lubbock, Texas 79411

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	(25)-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. 97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 (1)CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 1, 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1
1-local 4-federal (specify)_____
2-state 5-other (specify)_____
3-university 6-foundation support_____

2.8 Total Title VII grant (first year only) 2.8 $151,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 6,899

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Texas Tech University 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.1 3

4.2 Total number of students in program A. First year
B. Second year
C. Third year

4.2 A ____
B 235
C 227

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	____
(K)-Kndgtn	5

PSK 100 TOTAL NO. students PS and K

Grade	Number of Classes
(1)-grade 1	5
2-grade 2	____
3-grade 3	____
4-grade 4	____
5-grade 5	____
6-grade 6	____

A 135 TOTAL students gr. 1-6

Grade	Number of Classes
7-grade 7	____
8-grade 8	____
9-grade 9	____

B ____ TOTAL students gr. 7-9

Grade	Number of Classes
10-grade 10	____
11-grade 11	____
12-grade 12	____

C ____ TOTAL students gr. 10-12

4.3 PSK ____
A ____
B ____
C ____

4.4 1-All classes graded inf E.'69
2-All classes ungraded
3-Some classes ungraded

4.4 1

If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 203	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 32

I Total Non-English Dominant: 203

II Total English Dominant: 32

5.0		No.	%
NE dom N-EMT	I	203	86
E dom NEMT	II_1	____	____
E-Dom EMT	II_2	32	14
Total E-Dom II= II_1 + II_2		32	14

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	5

PSK 100 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ____ TOTAL students gr. 7-9

4.3 PSK ____
A ____
B ____
C ____

1-grade 1	5
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 135 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ____ TOTAL students gr. 10-12

4.4 1-All classes graded inf E.'69 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: ____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 203	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 32

I Total Non-English Dominant: 203

II Total English Dominant: 32

5.0		No.	%
NE dom N-EMT	I	203	86
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	32	14
Total E-Dom II= II_1 + II_2		32	14

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	203	86 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		203	86 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1 32	14 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EIT students other than target population	32	14 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 D

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
32 English	14								

B1 Mexican-American	B1 203	86 %		
B2 Puerto-Rican	B2	..... %		
B3 Cuban	B3	..... %		
B4 Other Spanish-American (specify)	B4	..... %		
B TOTAL No. of Spanish-speaking Americans	B	..... %		
C Portuguese-American	C	..... %		
D Franco-American	D	..... %		
F Chinese-American	F	..... %		
G Eskimo	G	..... %		
H Russian	H	..... %		
J Other	J	..... %		
I TOTAL number of N-EMT target students		203	86 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1 32	14 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	32	14 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 0

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	32	English	14	—	.....	.....	—	.....	.....	.....	.....
A	.....	American Indian	.....	.....	.....	.....	.....	.....	.....	.....	.....
A1	.....	Navajo	.....	.....	.....	.....	.....	.....	.....	.....	.....
A2	.....	Cherokee	.....	.....	.....	.....	.....	.....	.....	.....	.....
A3	.....	Keresan	.....	.....	.....	.....	.....	.....	.....	.....	.....
A4	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....	.....
B	203	Spanish	86	—	.....	.....	—	.....	.....	.....	.....
C	.....	Portuguese	.....	.....	.....	.....	.....	.....	.....	.....	.....
D	.....	French	.....	.....	.....	.....	.....	.....	.....	.....	.....
F	.....	Chinese	.....	.....	.....	.....	.....	.....	.....	.....	.....
G	.....	Eskimo	.....	.....	.....	.....	.....	.....	.....	.....	.....
H	.....	Russian	.....	.....	.....	.....	.....	.....	.....	.....	.....
J	.....	Other (spec.)	.....	.....	.....	.....	.....	.....	.....	.....	.....

5.6 Recruitment of Students: 5.6 0

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of low income pupils in project area: see Chart C 5.7 67 %
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city 100 %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 90 %
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0 %
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	X	X
2 will be made		
0 not mentioned		

P11C'71

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2
II 1,2

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 (A) 1
(B) 1
C

USE NON-ENGLISH LANG. USE ENGLISH

(% if more than one category, indicate percent for each)

5.8 2

1 - inner city-ghetto, barrio ____ %
2 - major city 100 %
3 - small city, town or suburb ____ %
4 - rural, farm ____ %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 90%
B. n.s.

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 n.s.

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	X	X
2 will be made		
0 not mentioned		

6.1 I 1
II 1

P11C'71

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

6.2 I 1,2
II 1,2

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 (A) 1
(B) 1
C

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	✓	✓			✓	✓		
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I n.a. II

	I N-EMT	II EMT
1-inferred by use of surname	____	____
2-established by formal testing of students	____	____
3-assessed by informal means (specify how)	____	____
4-not mentioned how language dominance was determined	____	____

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 NO

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 NO
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 NO
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NO
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 N.S
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 NO

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 NO

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 NO

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____ — 6.9 NS

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 N.S

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual ____

B Total Number Bilingual 10

Total Number of Teachers N 10

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	___	___
II$_1$	A	___	___
II$_1$	B	___	___
	A	___	___
	B	10	100
	N	10	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		10
II E Dom EMT		
II E Dom N-EMT		

A Total Number Monolingual _____

B Total Number Bilingual 10

N Total Number of aides or paraprofessionals 10

7.2	No.	%
I A		
I B	10	100
II A	—	—
II B	—	—
II A	—	—
II B	—	—
A		
B	10	100
N	10	

p.63 C'70 see Xerox
p. 6 C'70

7.3 Language(s) used by bilingual program teachers: 7.3 0
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 0
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by

II E Dom EMT			II A	—	—
			II B	—	—
			II A	—	—
II E Dom N-EMT			II B	—	—
			A	—	—
			B	10	100
			N	10	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
____	10	10

p.63 C'70 see Xerox 6a
p.6 C'70 7.3 0

7.3 Language(s) used by bilingual program teachers: (Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 0
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides *	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
____	—	—	____	—	—	____	____	—	—
____	—	—	____	—	—	____	____	—	—
____	—	—	____	—	—	____	____	—	—
____	—	—	____	—	—	____	____	—	—

0-not specified

*Priority will be given to those who are Mexican-American native speakers of Spanish who come from target area.
C'70 p.63 See Xerox 6a

QUESTION 7.2
TEACHERS

Responsibility

The teacher will be responsible for the total instructional program in the classroom as well as delegating responsibility to the aide in regard to her duties in the classroom.

The teacher will be expected to participate in preservice and inservice education programs to increase her teaching competency, with special emphasis upon knowledges and skills needed in bilingual education. The teacher is responsible for participating in and giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--[redacted]

Miss [redacted] has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss [redacted] has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--[redacted]

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience--[redacted] (continued)

Mrs. [redacted] has completed nineteen years of successful teaching

giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--[redacted]

Miss [redacted] has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss [redacted] has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience-[redacted]

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience--[redacted](continued)

Mrs. [redacted] has completed nineteen years of successful teaching experience. She taught first grade for fourteen years, high school Spanish for two years, and three years in the primary grades in an elementary school in which all pupils were Mexican American. She taught two summers in the preschool program for non-English speaking children and three summers in the Head Start program. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--[redacted]

Mrs. [redacted] has completed the requirements for a bachelor of science degree in elementary education and a teaching certificate in elementary education. She completed some college courses in Spanish. She participated in a preschool orientation conference in May of 1969 and visited bilingual programs in McAllen, Edinburg, and Laredo, Texas, in the summer of 1969.

Mrs. [redacted] has had two years of successful teaching experience in the primary grades in the Lubbock Public Schools. She has had four years experience in the Head Start program in Lubbock. The pupil population in the Head Start program is similar in age and ethnic makeup to the bilingual program. She is currently teaching in the bilingual preschool project in Lubbock.

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 2
and % 67 of total N-EMT teachers.

7.6 No. 2 % 67

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A NS ___ B ___ ___

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 7, 17 no.'s 10, 10

See Xerox 6a

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

competence

7. ✓ Bilingual
17. ✓ Elementary Teacher's Certificate

8.0 STAFF DEVELOPMENT

8.1 A 4
B 4

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	✓	✓
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language		

5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 7, 17 no.'s 10; 10

See Xerox 6a

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel

7. ✓ Bilingual
17. ✓ Elementary Teacher's Certificate

8.0 STAFF DEVELOPMENT

8.1 A 4
B 4

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	✓	✓
5-Methods of teaching other academic subjects	___	___
6-Methods of teaching other academic subjects in X language	___	___

8.2 Stated goals of teacher training are: 8.2 I 18 II 18

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values .. and practices of ___	___	___
2-Cross-cultural training ___	___	___
3-Sensitivity to ethnocentricism and linguistic snobbery ___	___	___
4-Awareness of the social-emotional development of ___	___	___
5-Strategies for accomodating the different learning styles of ___	___	___
6-Strategies for cognitive development of ___	___	___
7-Strategies for reinforcing the self-esteem of ___	___	___
8-Methods of cross-cultural teaching or teaching the bicultural component ___	___	___
9-Formulation of pupil performance objectives ___	___	___
10-Methods of evaluation of pupil performance objectives ___	___	___

List specific courses if given (or Xerox and attach)

18. Development of teachers and teacher's aides

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1(inf) (C'70 p.35)

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3

1-teaching whole class C'70 p. 20;26
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 5,9 B 5,9

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___
5- curriculum specialist	x	x

9. consultants C'70 p.35

pg. 85 C'70

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 (no. / %)
1-bilingual 1 NS ___
2-bicultural 2 ___ ___
3-N-EMT (specify background) 3 ___ ___

See Xerox 8a

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A NS B 5 ___ 6 ___ 7 ___

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 (no. / %) NS
or: if specified descriptively, indicate:
0-not specified
1-100%
6-most
7-many

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2, 3

1-teaching whole class C '70 p. 20; 26
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 5, 9 B 5, 9

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___
5- curriculum specialist	✓	✓

9. consultants C '70 p. 35

pg. 85 C'70

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual	NS	___
2-bicultural	___	___
3-N-EMT (specify background)	___	___

See Xerox 8a

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A NS

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ___ 6 ___ 7 ___

8.11 Number and Proportion of teachers attending training: — 8.11 NS

	no.	%
	___	___

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2, 6
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) _____

C'70 p34 See Xerox 8b

BILINGUAL PROCEDURES

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS 5 teachers, 5 aides, 1 curriculum specialist E. PROGRAM OBJECTIVES:

PROCESS

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
1.1 The curriculum specialist will direct two inservice meetings related to evaluation techniques, scoring, and application.	September May	Curriculum Specialist	Curriculum specialist will report test sessions techniques, applications of strategies, and recommendations for testing devices.
1.2 Curriculum specialist and other consultants will conduct monthly inservice sessions related to pronunciation, reading in first grade in both languages, and oral language in content areas. Continued development of professional and paraprofessional staff is scheduled. The graduate program for the development of kindergarten teachers at Texas Tech University will be utilized to provide training in general preschool operation and techniques. Multi-disciplinary input is planned for professional development. University consultants in music, art, sociology, and linguistics will provide enrichment, understanding, and technique to the programs. Inservice seminars for paraprofessionals are planned as problem solving situations. The aides will receive training in use of media and materials, operation of equipment, pupil management techniques, child development, and interpersonal relations. Small group activity on a rotating	October March	Program Evaluator	Program evaluator will report feedback directly to curriculum specialist regarding changes.

BILINGUAL PROCEDURES

A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL Kindergarten

D. NO. OF PARTICIPANTS 5 teachers, 5 aides, 1 curriculum specialist

E. PROGRAM OBJECTIVES: Development of skilled bilingual staff committed to involvement in program.

PRODUCT

F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	G. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
b. providing linguistic exercises to develop appropriate oral pronunciation in both Spanish and English. Criteria will include increasing complexity of exercises, special practices, and student participation.	Bi-monthly	Curriculum Specialist	Teachers will construct oral dialogues in both languages and in group meetings decide which are most profitable and appropriate.
(1.3) Reflecting a positive attitude toward the Mexican American child, toward teaching in Spanish and toward other children from low-income homes. Teachers' Attitudes	August May	Evaluator	Project evaluator will administer a semantic differential inventory constructed to elicit positive, negative and neutral attitudes related to bilingual education. Reports will be scored and compared by the Chi Square statistic for positive items and report made to project director by July 1, 1971.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

c'70 p. 61
see Xerox 6a

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____
8- liaison worker
10- graphic artist
18- testing specialist

10.1 1

10.2 1,4,8,10,18

10.3 Average number of pupils per class:
0-not specified

10.3 n.s

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 n.s.

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	ME DOM NEMT	E DOM EMT	E DOM NEMT
1	____	____	____
2	____	____	____
3	✓	____	____

11.1 I 3
II NS
II_1 NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

11.2 NS

0-not specified 18- Testing specialist

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 N.S.

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	----	----	----
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	----	----	----
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	✓	----	----

11.1 I 3
II NS
II_1 NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 NS

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

$_1$ =
$_2$ =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K-14
code: C= N.A. (if no EMT) II K-14
II_1 NA

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	---	---	✓	---	---	---	---	---	---	---	---	---	---	---	---
II E DOM	---	---	✓	---	---	---	---	---	---	---	---	---	---	---	---
II_1 E DOM/NEMT	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM	---	---	---	4	---	---	---	---
II E-DOM - EMT	---	---	---	---	---	---	---	---
II_1 E-DOM/NEMT	---	---	---	---	---	---	---	---

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4
II NS
I_1 NS

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 4
II NS

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	✓	---	---	---	---	---	---	---	---
II_1 N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	---

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	NS			K
1	NS			1 52 - 36 % varies
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

See attached xerox 10 a

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10		11.11	11.12

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 4 II NS

code:	00 if no ENT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II ENT						✓								
II_2 N-ENT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-ENT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-ENT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-ENT
Pre K				Pre K
K	NS			K
1	NS			1 52-36 % varies
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

See attached xerox 10 a

11.10 The amount of instructional time in and through their native language for N-ENT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-ENT, E dom students

	11.10 Min. per day of instruction through N-ENT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-ENT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

Question 11.7

10a

REVIEW OF SECOND YEAR OPERATION

The 1970-71 academic year represented the second year of operation of the Lubbock (Texas) Bilingual Elementary Education Program. The program involved revision of the kindergarten program begun in 1969-70 and extension vertically through first grade. Direct instruction was provided in five kindergarten and five first grade sections in five schools, three of which have both levels. All of the schools involved have high concentrations of Mexican American pupils. One location, Parkway, was utilized because of the relocation of a large number of the Guadalupe barrio residents after a tornado last spring.

The program was developed with four major components composed of instruction, staff development, materials development, and community involvement, and was devoted to the planning, development, operation, evaluation, and modification of a program which could be operated in self-contained classrooms with bilingual (English/Spanish) instructional capability.

This review is based largely upon findings and perceptions of the evaluator. His activities and data collection have been guided by staff, program manager, and auditor comments and reports. It is aimed at reviewing the evaluation design, which, though inclusive of a number of objectives, does not purport to measure or describe all the cognitive, nor certainly all the effective, impact of the program.

Plans have been made, largely at the suggestion of the auditor, to maintain some case studies of pupils in the program since its beginning. As information is collected about these pupils over their elementary school career it can be used for comparison with other pupils from the same attendance area.

This review, which must be included in the continuation report is prepared two months prior to the close of school. Therefore, some additional changes may be anticipated through the end of year testing which has not been completed.

Instruction

While certain instructional activities were scheduled, and conducted, in Spanish, it was also used incidentally for instructional assistance in other teaching and informal situations. The staff estimates, while almost impossible to verify, of their use of language is reported separately for teachers and aides for early and mid-year checks. These estimates were taken by the evaluator during staff meetings with each staff member being asked to calculate:

What percent of the time did you spend today in instruction in Spanish?

	Pre		Mid-Year	
Aides	M=45%	R=25-60%	M=52%	R=15-75%
Teachers	M-52%	R=25-75%	M=36%	R=0 -85%

BILINGUAL ELEMENTARY EDUCATION PROGRAM

11.7

SUGGESTED DAILY SCHEDULE
1971-72

pg 10 b

FIRST GRADE - 3rd year

8:00- 8:20 a.m. OPPORTUNITY TIME: ACTIVITY CENTERS

Involve children in Activity Centers, engage in conversation, etc.

8:20- 8:30 a.m. OPENING EXERCISES

Pupil-Teacher Planning

8:30-10:45 a.m. LANGUAGE ARTS-English

	Teacher	Aide
(One 15-minutes interim break)	Oral language development, two groups-30 minutes	Oral language development, two groups-30 minutes
	Reading, three groups-60 minutes	Perceptual-Motor-Language Development, three groups-60 minutes
	Writing, 15-20 minutes	Writing assistance
	* Spelling readiness, 10-15 minutes	Spelling assistance

10:45-11:20 a.m. MATHEMATICS

Teacher	Aide
Introduce concepts, teacher/two groups, through discovery and manipulation of concrete objects	Reinforce concepts, aide/one group, with children who need added assistance

11:20 a.m.- 12:00 noon PREPARE FOR LUNCH
Lunch

12:00 noon- 12:15 p.m. REST:MUSIC:STORYTIME

12:15- 1:30 p.m. LANGUAGE ARTS-Social Studies, Science

Teacher	Aide
Oral language development-15 minutes (Facilitate through use of social studies, science concepts)	Oral language development-assistance
Reading, three groups-45 minutes	Reading reinforcement, three groups
* Spelling readiness-15 minutes	Spelling readiness assistance

*Spelling readiness is begun when children reach primer reading level(English) and/or second semester (Spanish)

SUGGESTED DAILY SCHEDULE-FIRST GRADE-1971/72 (continued)

1:30- 2:30 p.m.	PHYSICAL EDUCATION Supervised and sequentially planned
2:00- 2:30 p.m.	CREATIVE GROUP EXPERIENCES Art Music Conversation time Food preparation Activity Centers
2:30 - 2:40 p.m.	Perform housekeeping duties Discuss day's activities Pupil-Teacher planning for next class
2:40 p.m.	DISMISS

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	NS			1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 NS

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lessor.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods)

12.0 1

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK	NS			Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 NS

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

C'70
P5,7

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 2
IIB 2
p15C

	I	II
1-concurrently with dominant language listening-speaking skills	---	---
2-after a specified level of competency achieved in listening-speaking skills in dominant language	X	X
3-a specified period of time after listening-speaking skills in dominant language taught	---	---

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1
P 18C

	A	B	A	B
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA 2

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
13.1 IB 2
IIB 2
p15C

1-concurrently with dominant language listening-speaking skills		---		---
2-after a specified level of competency achieved in listening-speaking skills in dominant language		X		X
3-a specified period of time after listening-speaking skills in dominant language taught		---		---

13.2 ALM sequence followed:
13.2 IA 1
IB 1
IIA 1
IIB 1
P 18C

1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:
13.3 IA 2
IB 2
IIA 2
IIB 2

1-measure of listening-speaking proficiency	---	---	---	---
2-informal assessment by teacher	X	X	X	X

Teacher-made checklists & tapes

13.4 Second language reading skills are learned:
13.4 IB 1
IIB 1
p19-21C

1-concurrently with learning to read in dominant language		X		X
2-after a specified level of dominant language reading competence achievement		---		---
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---
4-before learning to read in dominant language		---		---

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
1	X	X	X	X	IB
2					IIA 1
3					IIB
13.6 Reading readiness is determined by: 1-test of reading readiness	X	X	X	X	13.6 IA 1, 2
2-informal teacher assessment	X	X	X	X	IB 1, 2
					IIA 1, 2
					IIB
13.7 Grade level reading is expected: 1-in first grade					13.7 IA NS
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

P 19-22 C

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB NS
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native		

Pg 29 C

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

X	X	X	X	
X	X	X	X	

13.6 IA 1, 2
IB 1, 2
IIA 1, 2
IIB ____

13.7 Grade level reading is expected:

1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.7 IA NS
IB ↓
IIA ↓
IIB ____

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB NS
IIB ____

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.	___	___
0-not specified	___	___
6-other (specify)		

Pg 29C

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	—	—	—	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	✓	—	✓
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA NS
IB 2
IIA NS
IIB 2

Pg 34 C

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	IA	IB	IIA	IIB
(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	✓	✓	—
(2)-Basal readers	—	✓	—	—
3-Dialect readers	—	—	—	—
(4)-Experience charts (stories dictated by children)	✓	—	—	✓

Roberts English Series c'70 p56
See Xerox 14a

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA NS IIA NS

(Please indicate ✓ on line –)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
(4)-songs	✓	✓
(5)-programmed instruction, lang. master	✓	✓
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
(8)-flannel or magnetic boards	—	—
9-realia, graphic displays		

control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ✓ ___ ✓ Pg 34 C

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

(1)-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA___	IB ✓	II.✓	IIB___
(2)-Basal readers	___	✓	___	___
3-Dialect readers	___	___	___	___
(4)-Experience charts (stories dictated by children)	✓	___	___	✓

Roberts English Series c'70 p56 See Xerox 14a

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA NS	II. NS
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	___	___
2-dialog memorization	___	___
3-choral repetition	___	___
(4)-songs	✓	✓
(5)-programmed instruction, lang. master	✓	✓
6-stories read to children	___	___
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
(8)-flannel or magnetic boards	___	___
9-realia, graphic displays	___	___
(10)-records, tapes	✓	✓
(11)-listening centers	✓	✓
12-multi-media approach	___	___
Experiential :		
(13)-role playing	✓	✓
(14)-puppetry	✓	✓
15-experience charts	___	___
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori	___	___
18-activity centers-chosen by child	___	___
19-other (specify)	___	___
Learning outside the classroom:		
(20)-field trips	✓	✓
21-suggested TV programs	___	___
22-other (specify)	✓	✓
23. games, dramatic play		

Question 16.1

MATERIALS

14a

J. MATERIALS TO BE USED

STATE ADOPTED TEXTBOOKS--continued

Arithmetic:			
Grades 1-3:	EXPLORING ELEMENTARY MATHEMATICS	Holt, Rinehart, Winston	1976
Music:			
Grades 1-3:	THIS IS MUSIC	Allyn	1971
Science:			
Grades 1-6:	SCIENCE THROUGH DISCOVERY	Singer	1972
Spelling:			
Grade 1:	*FROM SOUNDS TO WORDS	Silver	1974
	MY WORD BOOK--1	Lyons	"
	READING ROAD TO SPELLING 1	Harper	"
	POWER TO SPELL--FIRST STEPS	Houghton	"
	BASIC GOALS IN SPELLING, 3rd. Ed., Workbook Grade 1	Webster	"
Language and Grammar:			
Grades 1-2:	ROBERTS ENGLISH SERIES: 1,2	Harcourt	1973
	OUR LANGUAGE TODAY 1,2	American	"
	GINN ELEMENTARY ENGLISH, Gr. 1,2	Ginn	"
	*NEW DIRECTIONS IN ENGLISH 1,2	Harper	"

*Selected by Lubbock Public Schools

16.5 Materials

COUNTY-DISTRICT NUMBER 152 - 901
LUBBOCK INDEPENDENT SCHOOL DISTRICT

V. Utilization of Research and Existing Materials (continued)

(6) six "content" tests to be given by the teacher at appropriate points in the program, and (7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns in activities closely related to the ethnic or regional background of the pupils.

Included in the teacher's manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

The Southwestern Cooperative Educational Laboratory program is basically an English as a Second Language approach. It does not provide instruction in the native language of the child; however, it gives special instructional consideration to unique cultural aspects that the child brings to the classroom. It does not propose to replace the native language of the child as an appropriate medium of communication in the child's own home environment; in this sense, the child, in developing an ability to communicate in standard English, becomes a bilingual person.

The use of Spanish language materials is an integral part of this project. Selection and/or development of materials depends upon research based information about such materials. A number of programs concerned with bilingual materials are under study.

Relevant Programs and Materials:

Inquiry has been made of the following programs, the focus of which is either bilingual or English as a Second Language instruction for children. The study of their materials and philosophy must be made before they are selected for use.

1. Southwest Educational Development Laboratory, Austin. The development of lessons for teaching in Spanish, under the direction of Dr. Elizabeth Ott, are of interest and may be incorporated. These materials are being field tested in the San Antonio Bilingual Demonstration and Dissemination Center and at the Good Samaritan Center. The materials are not ready for distribution but work copies are available for our study.

2. Migrant Program, McAllen. This program is also being developed with involvement of the Southwest Educational Development Laboratory. Materials are not yet ready for issue.

V. Utilization of Research and Existing Materials (continued)

3. Southwestern Cooperative Educational Laboratory, Albuquerque. Their Oral Language Program consists of a year long set of well developed structural linguistic lessons in English. Based on a United States Office of Education project done at the University of California at Los Angeles by Robert Wilson, the lessons have had extensive field testing and development. One of the university consultants, Dr. Len Ainsworth, has worked with the development of materials and teacher training for these materials. Consideration is given to using them in two classrooms as one researchable effort.

4. Bilingual Program, Regional Service Center I, Edinburg, Texas. This effort appears to be largely an English as a Second Language program. Procedures and activities for teachers are useful.

5. United Consolidated School District, Laredo, Texas. Further study of this project, through visitation is indicated. Use of some of the materials purchased in Mexico may be tried.

6. Inter-American Institute, San Antonio. The activity of this program is now focused upon ESOL. No materials are available which would benefit this program.

7. EPDA Institute in ESOL, University of Texas at El Paso, El Paso, Texas. Dr. Adkins reports that "most of the so-called Bilingual preschool programs are predominantly ESOL programs" and has no curriculum material sources at this time.

8. St. Pauls Episcopal School Bilingual Program, Brownsville, Texas. A program description and a catalog for obtaining book materials from Mexico was provided.

9. Spanish Program, Dade County Public Schools, Miami, Florida. This program begins with third grade youngsters. Objectives are well stated and will be helpful. Commercial publishers have developed beginning reading materials on linguistic base from this program, which may have application in later years.

10. Alamo Elementary School (Region IV Education Service Center), Galveston, Texas. This Oral Language project is based upon the Gloria and David film series. Research data will soon be available.

11. Foreign Language Innovative Curriculum Studies, Ann Arbor, Michigan. A curriculum guide has been provided by this Title III Center for "teaching Spanish to speakers of other languages and to teach Spanish standard to speakers of non-standard Spanish." Some procedures and content will be useful.

V. Utilization of Research and Existing Materials (continued)

12. Spanish and English as Second Languages in the Elementary School, Texas Technological College, Lubbock, Texas. This teacher development program deals with procedure and techniques. Coupled with materials from the Mexican-American Teacher Education project essential background is made available to teachers.

13. Bilingual Education for Mexican-American Children, Marysville, California. A description and case study report has been received. No materials for export have been developed and that program is ungraded with children from 6-10 years of age.

14. Razon de Ser of the Bilingual School: Southeast Educational Laboratory, Atlanta. This handbook will provide rationale and background for study by project staff.

15. Project Teacher Excellence, Our Lady of the Lake, San Antonio, Texas. The Program of this award winning project is being studied for future teacher development.

16. Other projects slated for visits or study with particular regard to the preschool aspects are: Del Rio, Corpus Christi, and Creedmoor, Texas. These programs seem to have received stimulation from Dr. Joseph Michael through his Bilingual Institute at the University of Texas. It is planned that he will serve as a consultant to this program.

Material Development

It is essential that certain curricular and teaching materials and guides be developed for this project because materials aimed at developing the objectives stated earlier in this study have not been located, or are in a tentative stage, or require extensive modification. This is particularly true for the materials to be utilized in the Spanish portion of the instruction.

In a number of instances it has been determined to use concrete materials, and audiovisual-tactile media with structured language development in Spanish. In this case appropriate printed materials for the teacher do not seem to exist. Planning and preparation of teacher guides becomes a priority item. It is anticipated that materials can be developed as a model which will have relevance outside the presently envisioned program. Use of consultants such as Dr. Elizabeth Ott of the Southwest Educational Development Laboratory will assist this development. Dr. Faye Bumpass of the Classical and Romance Language faculty at Texas Technological College will review the materials for their linguistic accuracy and Dr. Len Ainsworth of the Elementary Education faculty will review them for applicability to the preschool setting.

16.4 The sources of Non-English materials and textbooks are: 16.4 1, 2, 3, 6, 9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document _____ xerox 14 a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) ✓ns ✓ns
3-individual instruction ✓ ✓

P9C'71

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language	X	X	X

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document _____ xerox 14 a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) ✓ NS
3-individual instruction ✓

P 9 C '71

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	X	X	X
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0-NS
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 6

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,8
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EnT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
20.1 1, 2, 8
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

p. 30 c' 70 8- multi-media resources to teach science and social studies.

See Xerox Copy 16a

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
20.2 n.a.
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

BILINGUAL PROCEDURES

A. COMPONENT NAME Instruction B. DOMINANT LANGUAGE Spanish C. GRADE LEVEL First Grade

D. NO. OF PARTICIPANTS 123 E. PROGRAM OBJECTIVES:

P R O C E S S

H. PERFORMANCE OBJECTIVE (Includes name or description of instrument)	I. EVALUATION Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting including due date
1.1 The teacher and the aide will use concrete objects to teach enumeration, sets, and addition and subtraction. The concepts will be taught first in the native language and then expressed in the second language.	Each six weeks	Curriculum Specialist	The teacher will report to the curriculum specialist adaptations of basal number materials which are necessary to accomplish the process objective each six weeks.
1.2 The teacher and aide will use multi-media resources to teach units in science and social studies, first in the native language, and later reinforced in English.	Each six weeks	Curriculum Specialist	The teacher will report to the curriculum specialist adaptations necessary to teach effectively the basic first grade units in both languages each six weeks.

21.0 SELF-ESTEEM 21.0 5,26

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 NS
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 NS
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NO

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-E/T culture involves (mark all that apply) 23.4 NS
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from N/E/T or E/T
8-Other (specify)

23.5 American culture is defined: 23.5 NS
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 6, 9, 10

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) - community liaison worker
11-project director personally involved in program dissemination. specify how

See Xerox Copy 19a

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4, 8, 9

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups - 2 reps. from each school neighborhood will serve as an advisory committee
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community.
9- Teachers will suggest activities in which parents can engage.

24.5 The school keeps informed about community interests, events and problems through: 24.5 NO

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not

8-meetings conducted in both languages
9-home visits
10-other (specify) - community liaison worker See Xerox Copy 19a
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4, 8, 9
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups - 2 reps. from each school neighborhood will serve as an advisory committee
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community.
9- Teachers will suggest activities in which parents can engage.

24.5 The school keeps informed about community interests, events and problems through: 24.5 NO
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 4, 5, 6, 8
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
8- Brochures and letters

Question 24.3

19a

COMMUNITY LIAISON WORKER

Responsibility

The community liaison worker will serve as liaison between the home and school. She will help to develop a parental involvement program including such duties as organizing informal classes for parents, inviting parents to attend open house, dinners, classroom orientation, and similar types of meetings.

The community liaison worker will visit the homes of children who have been absent or who have experienced special problems. She will also visit the parents of the children in the bilingual program to encourage them to become interested in the education of their children and to actively participate in parent activities as well as to encourage adult basic education.

Qualifications

The community liaison worker must be bilingual and preference will be given to the native speaker of Spanish. A minimum of high school graduation will be required. Priority will be given to the applicant who has completed college courses in sociology and who has had experience as a social worker. Knowledge of early childhood education is desirable. The liaison worker should be a warm, friendly, sympathetic person who is capable of developing rapport with parents and interested adults.

Educational Background and Experience--Magdalena Trejo

Mrs. Magdalena Trejo was graduated from Lubbock High School. She is a Mexican American and she is fluent in Spanish and in English. She has no college work but she plans to attend college sometime in the future. She has taught Confraternity of Christian Doctrine in her church.

Mrs. Trejo lives in the target area served by the bilingual program. She served as a teacher aide in the bilingual project in Lubbock until her promotion to the position of community liaison worker.

25.2 Project's impact: 6-Inquiries regarding program, materials and format 25.2 5, 6

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs
5- Each of the candidates in a recent school board election responded positively to a question regarding need for more bilingual adults to intdract with children.

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 0

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 0

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 0
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 2
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "